



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1036 N. Rd 1 West, Chino Valley, AZ 86323

Chino Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Highly Performing  
2004-05 Highly Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Kent S. Evans  
Schedule : 07:15 AM to 03:15 PM  
Grades : K-5  
Web Address : [www.cvsd.k12.az.us](http://www.cvsd.k12.az.us)  
Phone Number : (928) 636-4414  
Fax Number : (928) 636-6215  
E-mail : [kevans@cvsd.k12.az.us](mailto:kevans@cvsd.k12.az.us)

### Mission

Dedicated to improving the educational process by which all children will achieve their highest potential academically, socially, emotionally and physically, At Del Rio Elementary we strive to represents all stakeholders in the education of all children in our school.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü To generate and maintain a consistently high level of academic achievement in reading, language and math so that all students will meet the level of mastery required by the Arizona Academic Standards.
- ü To obtain applied understanding of the world and cultures through frequent, functional science and social studies instruction. To develop skills in technology that enable all students to effectively gather and communicate knowledge.
- ü To offer a learning environment that allows students to explore and mature in their talents in visual arts, music and physical activities. To encourage an instructional setting that meets the diverse and comprehensive needs of all students.
- ü To ensure a safe, equitable, nurturing school atmosphere that encourages citizenship and cooperation. To instill the value of commitment in all students by emphasizing consistent attendance. To promote respect and honesty in all interactions.

### Enrollment

October 1, 2005 School Year Student Enrollment : 670  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 47

## Instructional Programs

- ü All-day Kindergarten
- ü Fine Arts/PE/Music/Library
- ü ELL/Title I/Special Education
- ü Phonics-based Reading
- ü After-school Tutoring
- ü Gifted Instruction
- ü Extra-curricular Art/Music/Sports
- ü Technology Enhanced Learning

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

## Shared Responsibilities

### School

Maintain a safe/secure environment; provide effective instruction for academic skills; familiarize parents with the curriculum, school procedures and student expectations; provide frequent reports of student achievement; conduct parent/teacher conferences; and provide instruction for at-risk, special education and gifted students.

### Parents

Support school policies; help develop a positive attitude toward learning and proper behavior; ensure regular attendance and punctuality; communicate consistently with their child and school about homework and changes affecting physical or emotional well-being. Model the positive values of respect, honesty and citizenship.

## Transportation Policy

Our district covers approximately 403 square miles and although transportation is not required, about 1,700 students are transported each day, including all special education children from age 3 and up. All state and federal guidelines are followed.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Az History Day state wide winner	2005
ü AZ Distinguished Title I School	2004
ü Points of Light Foundation-Kids Care Club of the Month	2004
ü Most Regional Science Fair Winners in Northern Arizona	2003

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	215	80010	100	100	99	449	446	447	6	7	10	17	18	18	63	63	53	15	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	98	38935	100	100	99	446	444	447	4	5	9	20	22	19	64	61	55	12	11	17
Male	52	116	40974	100	100	98	454	448	448	6	9	11	13	14	18	63	65	52	17	13	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	15	53	34545	100	100	99	430	430	432	27	15	14	20	23	24	40	58	53	13	4	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	87	158	35142	100	100	99	452	450	465	2	5	5	16	16	11	67	64	56	15	15	28
Students with Disabilities	NC	24	10161	NC	100	93	NC	397	419	NC	46	28	NC	29	28	NC	25	36	NC	NA	8
Students without Disabilities	94	191	69849	100	100	100	453	451	451	4	3	7	15	16	17	65	68	56	16	14	19
Limited English Proficient Students	NC	21	14013	NC	95	97	NC	422	413	NC	10	24	NC	33	34	NC	57	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	52	126	39029	100	98	98	442	440	432	8	10	14	19	20	25	65	63	52	8	8	9
Non-Economically Disadvantaged	51	89	40981	100	100	100	457	454	462	4	4	6	14	15	13	61	63	54	22	18	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	215	79438	100	100	98	460	449	451	6	11	9	18	22	24	66	61	56	10	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	98	38775	100	100	99	464	453	457	4	8	7	18	23	22	66	60	58	12	8	13
Male	52	116	40560	100	100	97	458	446	446	8	13	12	17	20	25	67	63	54	8	4	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	15	53	34297	100	100	98	438	426	434	20	21	14	20	30	31	53	47	50	7	2	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	87	158	34887	100	100	98	464	456	471	3	8	4	18	20	15	69	66	63	9	7	18
Students with Disabilities	NC	24	9588	NC	100	88	NC	382	416	NC	50	30	NC	38	32	NC	13	34	NC	NA	5
Students without Disabilities	94	191	69850	100	100	100	466	456	456	4	6	7	15	20	23	70	68	59	11	7	12
Limited English Proficient Students	NC	21	13856	NC	95	96	NC	407	407	NC	29	27	NC	38	43	NC	33	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	52	126	38685	100	98	97	447	437	435	12	14	14	23	28	32	60	55	50	6	3	5
Non-Economically Disadvantaged	51	89	40753	100	100	99	474	464	467	NA	6	5	14	13	16	73	71	62	14	10	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	214	79971	100	100	99	428	427	423	1	6	8	46	38	41	52	55	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	98	38974	100	100	99	436	438	437	NA	1	5	40	38	33	60	61	57	NA	NA	4
Male	52	115	40895	100	99	98	421	417	410	2	10	10	50	38	47	46	50	41	2	3	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	15	52	34481	100	100	99	436	413	410	NA	10	10	33	35	46	67	56	43	NA	NA	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	87	158	35150	100	100	99	426	430	437	1	4	5	48	41	35	49	54	56	1	2	5
Students with Disabilities	NC	23	10258	NC	100	94	NC	366	377	NC	17	23	NC	70	51	NC	13	25	NC	NA	1
Students without Disabilities	94	191	69713	100	100	100	432	433	429	1	4	5	41	35	39	56	60	52	1	2	3
Limited English Proficient Students	NC	21	13985	NC	95	97	NC	379	382	NC	19	18	NC	48	54	NC	29	27	NC	5	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	52	125	38994	100	97	98	420	420	409	NA	7	10	54	41	47	46	51	41	NA	1	1
Non-Economically Disadvantaged	51	89	40977	100	100	100	437	436	437	2	3	5	37	35	34	59	60	56	2	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	213	80147	100	100	99	499	497	482	3	5	11	6	9	17	58	54	49	34	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	99	39281	98	99	99	504	508	483	NA	1	9	6	6	17	56	55	50	38	38	24
Male	57	114	40780	100	100	98	494	488	482	5	8	12	5	11	17	60	53	48	30	28	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	12	49	33494	100	100	99	488	497	466	NA	2	15	NA	8	23	75	59	49	25	31	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	97	159	36122	100	99	99	500	498	501	3	6	5	6	9	10	56	51	50	35	35	35
Students with Disabilities	NC	18	10295	NC	95	92	NC	438	443	NC	39	33	NC	22	26	NC	28	33	NC	11	8
Students without Disabilities	101	195	69852	100	100	100	503	503	488	NA	2	7	5	8	16	59	56	51	36	35	26
Limited English Proficient Students	NC	18	12722	NC	100	97	NC	488	441	NC	NA	27	NC	17	33	NC	72	37	NC	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	42	104	38371	100	98	97	493	491	465	5	7	15	10	11	23	48	51	49	38	32	13
Non-Economically Disadvantaged	67	109	41776	100	100	100	502	504	498	1	3	6	3	7	11	64	56	49	31	34	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	213	79686	100	100	98	487	477	470	5	8	11	13	18	24	72	66	57	11	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	99	39163	98	99	99	495	491	475	2	2	9	8	11	22	77	75	60	13	12	10
Male	57	114	40438	100	100	97	479	464	465	7	13	13	18	24	25	67	58	54	9	5	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	12	49	33299	100	100	98	479	461	452	NA	8	17	25	31	32	67	57	47	8	4	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	97	159	35914	100	99	98	488	483	489	5	8	5	11	13	15	72	69	67	11	10	14
Students with Disabilities	NC	18	9808	NC	95	87	NC	414	432	NC	44	35	NC	33	32	NC	22	30	NC	NA	3
Students without Disabilities	101	195	69878	100	100	100	492	482	475	2	5	8	11	16	23	75	70	61	12	9	9
Limited English Proficient Students	NC	18	12594	NC	100	96	NC	430	422	NC	17	34	NC	56	45	NC	28	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	42	104	38095	100	98	97	479	465	452	7	12	17	19	25	32	62	57	48	12	7	3
Non-Economically Disadvantaged	67	109	41591	100	100	99	492	488	486	3	5	6	9	11	16	78	74	65	10	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	210	80372	99	99	99	499	499	475	NA	1	4	18	18	30	77	74	64	6	7	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	99	39452	98	99	99	512	518	488	NA	NA	3	12	10	22	79	78	72	10	12	3
Male	56	111	40836	100	98	98	487	483	464	NA	2	6	23	24	37	75	71	56	2	3	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	12	49	33608	100	100	99	489	494	462	NA	2	6	25	16	36	75	76	57	NA	6	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	96	156	36213	99	98	99	500	503	489	NA	NA	2	17	19	22	77	74	72	6	8	3
Students with Disabilities	NC	15	10526	NC	79	94	NC	437	427	NC	7	15	NC	53	53	NC	40	31	NC	NA	1
Students without Disabilities	101	195	69846	100	100	100	503	504	482	NA	1	3	14	15	26	80	77	69	6	8	2
Limited English Proficient Students	NC	18	12747	NC	100	97	NC	484	432	NC	NA	12	NC	22	52	NC	78	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	42	103	38521	100	97	98	484	489	461	NA	1	6	31	24	38	69	70	55	NA	5	1
Non-Economically Disadvantaged	66	107	41851	99	100	100	509	509	489	NA	1	3	9	11	22	82	79	72	9	9	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	215	79306	100	100	99	529	523	504	3	6	13	11	13	20	54	54	49	32	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	116	38845	100	99	99	527	524	505	5	4	11	8	11	20	57	59	50	30	26	18
Male	52	99	40383	100	100	98	531	523	504	NA	7	14	15	16	19	50	49	47	35	27	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	12	38	32673	100	100	99	516	510	487	NA	5	18	8	11	25	83	74	46	8	11	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	101	170	36234	100	100	99	531	527	523	3	5	6	11	14	13	51	51	52	35	30	28
Students with Disabilities	17	29	10286	100	100	91	469	469	462	18	28	41	35	38	27	47	31	27	NA	3	5
Students without Disabilities	98	186	69020	100	100	100	540	531	510	NA	2	9	7	10	18	55	58	52	38	30	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	56	115	37437	100	97	97	514	513	486	4	9	19	16	17	26	59	54	46	21	21	9
Non-Economically Disadvantaged	59	100	41869	100	100	100	544	535	521	2	2	7	7	10	14	49	55	51	42	33	27

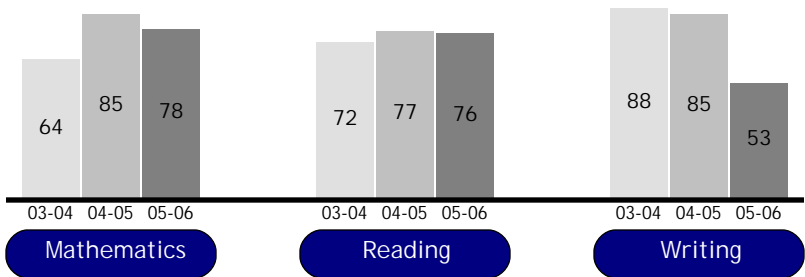
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	215	79000	100	100	98	507	506	489	3	5	10	15	15	24	67	65	58	15	15	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	116	38774	100	99	99	507	512	494	5	4	7	14	11	22	65	67	61	16	17	10
Male	52	99	40150	100	100	98	505	499	485	2	5	12	15	19	25	69	63	55	13	13	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	12	38	32508	100	100	98	491	492	472	NA	5	15	25	18	33	67	68	49	8	8	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	101	170	36135	100	100	98	509	510	508	4	5	4	13	13	14	67	65	67	16	18	15
Students with Disabilities	17	29	9991	100	100	88	448	452	449	24	24	33	47	38	36	29	34	29	NA	3	2
Students without Disabilities	98	186	69009	100	100	100	517	514	495	NA	2	6	9	11	22	73	70	62	17	17	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	56	115	37234	100	97	97	496	498	472	5	8	15	20	18	33	63	58	50	13	16	3
Non-Economically Disadvantaged	59	100	41766	100	100	99	517	515	505	2	1	5	10	11	16	71	73	65	17	15	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	214	79611	99	100	99	518	518	496	4	4	7	22	24	37	75	72	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	116	39016	100	99	99	524	531	511	5	3	4	16	14	29	79	82	66	NA	1	1
Male	51	98	40519	98	100	98	511	503	482	2	4	10	29	36	44	69	60	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	12	38	32855	100	100	99	487	501	481	8	11	10	42	24	43	50	66	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	100	169	36380	99	99	99	522	522	511	3	2	4	20	24	30	77	73	65	NA	1	1
Students with Disabilities	16	28	10664	94	97	94	468	468	440	13	11	23	50	57	54	38	32	22	NA	NA	1
Students without Disabilities	98	186	68947	100	100	100	527	525	504	2	3	4	17	19	34	81	78	61	NA	1	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	56	115	37626	100	97	98	509	509	479	5	6	10	27	28	45	68	66	45	NA	NA	0
Non-Economically Disadvantaged	58	99	41985	98	100	100	528	529	511	2	1	4	17	19	30	81	79	65	NA	1	1

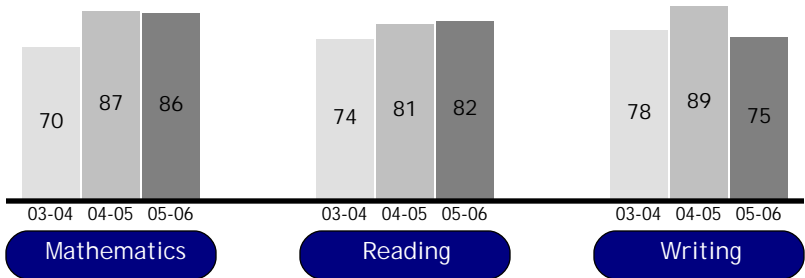
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	63	NA	58	100	58	50	47	99	56	48	46
	Language	100	62	57	50	100	61	55	47	99	65	59	48
	Mathematics	100	78	74	64	100	65	58	50	99	61	58	52
3	Reading	100	65	NA	55	99	58	51	44	100	58	46	46
	Language	99	68	69	61	99	56	50	44	100	46	43	46
	Mathematics	99	70	73	61	99	59	57	51	100	58	50	52
4	Reading	97	70	NA	56	100	57	55	48	100	61	54	52
	Language	99	57	53	52	100	56	54	49	100	63	56	52
	Mathematics	99	66	65	61	100	60	62	53	100	72	68	58
5	Reading	100	70	NA	55	99	67	57	50	100	72	68	56
	Language	100	70	62	49	99	66	55	50	99	68	65	54
	Mathematics	100	77	70	63	99	64	54	49	100	67	63	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Del Rio Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 4 Teacher(s)
- 7 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Schoolwide Programs
- Ü Curriculum Development/Implementation
- Ü School Safety Issues
- Ü Buildings/Grounds/Transportation
- Ü Parent/Educator Relations
- Ü Budget

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.50
Other Professional Staff	2.00	Teacher Aide	23.50

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	3	2	0	0
7 to 9 years	4	5	0	0
10 or more years	7	11	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü 2 Computer Labs, TV Broadcast Studio
- Ü Music, Art Rooms and Library
- Ü Gym/Cafeteria, Athletic Fields, Playgrd
- Ü Garden

### Extracurricular Activities

- Ü Student Council
- Ü Gifted Program
- Ü String Band/Chorus/Music Club
- Ü Intramural Sports Program
- Ü Advanced Art/Art Club
- Ü Student Mentors and Volunteers
- Ü LAMAS (Library & TV Media Assistants)
- Ü Cultural and Musical Performances

### Social Services

- Ü Free Breakfast for All Students
- Ü Boys and Girls Club Summer program
- Ü Free or Reduced Lunch Program
- Ü Kids Care Club
- Ü PTO Activities
- Ü Service Learning Projects
- Ü AYSO Soccer/Little League Baseball

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü To meet AZ Academic Standards the curriculum is continually reviewed. A school-wide assessment program was implemented to monitor reading achievement. Student performance is monitored and reported in spelling, reading, math, writing and science.
- ü A gifted program was implemented with a variety of after-school programs and consistent in-class enrichment strategies. Students participating in the Reading Counts program had average comprehension growth of more than one year.
- ü Over 75% of all at-risk students demonstrated at least one year's growth in academics. 74% of all students K-5th grade scored at or above their grade level on the Stanford 9 test. 90 % of all 5th grade students met the state standards on the AIMS.
- ü A new school-wide reading program was purchased and implemented. All students from Kindergarten to fifth grade participated in musical performances, art shows, science fairs and cultural expositions.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	91	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Provision for: Consistent adult supervision at all times; safety programs including tobacco/drug prevention, an anti-bullying program, threat evaluation system and a sex education program for 4th and 5th grades; an established comprehensive emergency procedures plan; a Volunteer Coordinator & School Resource Officer; and enforcement of weapons/violence/drug policies; a school-wide discipline plan administered by a trained Behavior Coach.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Kent Evans	(928) 636-4414
Transportation Policy	Jeff Lambert	(928) 636-2305
Community Resources	Kent Evans	(928) 636-4414
School Nutrition Programs	Beth Williams	(928) 636-7461
Parent Organization	Teresa Lay	(928) 636-4414
Student Health/Nurse	Nicole Farring	(928) 636-4414

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.